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TO: Adult Education Directors  
Federal Funded Grantees  
Cooperating Eligible Entities

FROM: Paul F. Flinter, Chief

DATE: May 21, 2007

SUBJECT: Adult Education Operational Memorandum # 04-07

- Statewide Policy Forum Reminder
- Circular Letter C-10
- Twenty-First Century Job Training Projects
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- Statewide Policy Forums and Program Facilitator Meeting in 2007-2008
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- Leadership Excellence Academies

### **Statewide Policy Forum Reminder**

The last policy forum for this fiscal year will be held on Friday, June 8, 2007 from 9:00 A.M. to 12:00 noon at the Holiday Inn in North Haven. For directions, please visit <http://www.crec.org/cetes/atdn/directions/holidayinnnh.php>. Directors are encouraged to bring at least one Program Facilitator to the forum.

### **Circular Letter C-10**

The recent circular letter from the Commissioner of Education, Circular Letter – 10, states that, *“as of July 1, 2007, individuals who are between the ages of sixteen and eighteen and who enter adult education for the first time will be required to have their 10-digit state assigned student identification (SASID) number entered into the Connecticut Adult Reporting System (CARS).”* The policy forum will place a special focus on how the SASID number can be entered into CARS and the impact this will have on adult education programs.

### **Twenty-First Century Job Training Projects**

Over the last two years, the collective efforts of the Workforce Coordinating Committee (WCC) have strengthened existing partnerships, institutionalized workforce education services and supported the development of regional workforce coordinating committees. Based on this work,

the Department of Labor set aside funds to “develop and pilot innovative adult basic skills training to build system flexibility and capacity.” Three innovative projects are currently underway. Brief program summaries follow:

*Workforce Alliance – Healthcare Initiative*

Program Partners: Workforce Alliance, Yale-New Haven Hospital, Masonicare, **New Haven Adult Education, Wallingford Adult Education**, Gateway Community College

Project aims to enhance participants’ potential for success in terms of basic skills acquisition, continuing education and career growth. Basic reading, writing, math, computer and medical terminology skill levels will be increased and/or achieved, along with the workplace competencies required by the employer and industry.

*Capital Workforce Partners – Healthcare Initiative*

Program Partners: Capital Workforce Partners, Hartford Hospital, St. Francis Hospital, Eastern Connecticut Health Network, **Capitol Region Education Council, Vernon Regional Adult Education**, Capital Community College, Manchester Community College

Like the program coordinated through the Workforce Alliance, this project aims to enhance participants’ potential for success in terms of basic skills acquisition, continuing education and career growth in healthcare.

*Eastern Connecticut Workforce Investment Board (EWIB) – Early Childhood Educator Initiative*

Program Partners: EWIB, Thames Valley Council for Community Action, Inc. (TVCCA), **Norwich Adult Education**, Three Rivers Community College

This program targets Early Childhood and Head Start employees, specifically teacher aides and assistant teachers, who are long-time employees and who have been traditionally resistant to beginning the certification process. The goals of this program are to enhance the basic skills of participants to prepare them for community college coursework and certification as Child Development Assistants (CDAs).

## **Adult Education Achieves “Effective” Rating**

The following was recently announced by the U.S. Department of Education’s Office of Vocational and Adult Education. The adult education State grant program has been rated “effective”—the highest rating a federal program can achieve—by the Office of Management and Budget (OMB). OMB uses the Program Assessment Rating Tool (PART) to look at factors reflecting program performance. OMB recently used PART to re-evaluate the adult education State grant program. In 2002, the rating was “results not demonstrated” and now it is “effective”. The reason for the increased rating is that the program has had significantly improved performance measurement and outcomes. Programs rated “effective” must set ambitious goals, achieve results, be managed well, and improve efficiency. OMB uses the ratings to help develop

funding levels for the President's budget, and Congress uses them in analyzing programs' return on investment for funding levels each year.

Connecticut adult education program staff – Directors, Program Facilitators, teachers, data administrators, and data entry staff members – deserve kudos for embracing and implementing a data-driven approach to program operations and accountability that is widely recognized as being among the best in the country. Your conscientious efforts contributed immensely toward securing this high rating for adult education at the national level.

### **Connecticut Adult Reporting System (CARS) Updates**

Computer-adaptive tests (CAT) from the Comprehensive Adult Student Assessment System (CASAS) are being piloted in a few Connecticut sites. Test form numbers “101R-CAT” (Reading) and “101M-CAT” (Math) are now available under the “assessment” tab and should **only** be used by these pilot sites.

CARS is a longitudinal database and contains over 200,000 student records from Fiscal Year 2001-2002. Some student records were mistakenly created, especially during the early years of CARS, but continue to clutter the search results for data entry staff. Therefore, sometime this summer, “unaffiliated” student records over the past six years will be deleted from CARS. A student record is considered to be *unaffiliated* if that record has an application date in CARS that is on or before June 1, 2005 **and** has none of the following:

- enrollments in any adult education provider;
- General Educational Development (GED) test schedule;
- transfer credits;
- appraisals;
- achievements; and
- GED practice test results.

In the updated Profile Report that has been available through CARS for the past several months, please note that students in the Adult High School Credit Diploma Program can only complete the level by earning a diploma. In the past, students with fewer than 11 credits at the beginning of the year could complete the level by accumulating a total of 11 or more credits. This practice was discontinued beginning with Fiscal Year 2006 as a result of Connecticut’s state plan with the U.S. Department of Education. The Department failed to communicate this earlier to programs and apologizes for this oversight. Please rest assured that the percent of students with fewer than 11 credits who achieve a diploma will not be used to evaluate a program’s performance.

The Profile Report was recently modified to reflect the split in the English-as-a-Second-Language Beginning Level. This level has now been split into Low Beginning and High Beginning. The CASAS scaled score ranges for these two new levels are outlined in the Connecticut Competency System (CCS) policy manual which is available online at <http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Adult/accountability/ccspolicies.pdf>.

### **CASAS Field-Testing Opportunities**

CASAS is seeking local programs to field test the following in the Life and Work series:

- Listening: Level A and Level C tests

- Reading: Extended Range Level BX and CX

The extended range tests in Levels BX and CX are appropriate for learners who are transitioning from Level B to C and from Level C to D respectively. We strongly urge you to support this development process by field testing with as many students as feasible. For more information, please contact Chaitra Ramanathan at CASAS at 800-255-1036 x143 or [cramanathan@casas.org](mailto:cramanathan@casas.org). If a program returns at least 25 completed answer sheets within three weeks of receipt of materials, then CASAS is offering either a voucher for \$2.00 worth of CASAS materials for each answer sheet returned or a check in the amount of \$2.00 for each answer sheet returned.

### **Statewide Policy Forums and Program Facilitator Meeting in 2007-2008**

For Fiscal Year 2007-2008, the Connecticut State Department of Education is planning to hold Statewide Policy Forums on the following Fridays from 9:00 A.M. to 12:00 Noon:

- September 7, 2007
- January 18, 2008
- June 13, 2008

The statewide meeting for Program Facilitators only will be held in the afternoon of September 7, 2007. Critical updates relative to the Connecticut Competency System (CCS) will be discussed at this meeting. Program Facilitators are also encouraged to attend the Statewide Policy Forum on the morning of September 7.

Please hold these dates. Detailed information including the locations and an agenda will be emailed in a future correspondence.

### **GED Information Sheet Updated**

In response to a suggestion at the CCS Program Facilitators advisory group meeting, the GED Information Sheet has been updated to include the order of GED tests administered at the Saturday and evening sites. The latest copy can be downloaded from the GED Testing page at <http://www.ct.gov/sde> (click through *Adult Education* → *GED Testing*).

### **National Assessment of Adult Literacy (NAAL) Report**

The NAAL is the nation's most comprehensive measure of English literacy among adults (age 16 and older) residing in households and prisons in the United States. Over 19,000 adults participated in the assessments from the 50 states and the District of Columbia. The most recent report from the NAAL is titled *Literacy in Everyday Life: Results from the 2003 National Assessment of Adult Literacy*. It examines the relationship between literacy and a number of self-reported background characteristics, including education, employment, earnings, job training, family literacy practices, civics activities, and computer usage. The entire report can be downloaded at <http://nces.ed.gov/naal/>

### **Leadership Excellence Academies**

The National Adult Education Professional Development Consortium (NAEPDC) is offering a comprehensive professional development package for local adult education administrators called

*Leadership Excellence Academies.* Local program leaders play a key role in the delivery of high quality adult education services and attainment of superior performance outcomes.

This leadership program utilizes a skills-based approach to leadership development that is grounded in sound leadership and management concepts, principles, and practices. Participants are expected to participate in three six-hour face-to-face workshops, two one-hour online courses, and three one-hour webcasts. Participants are also expected to complete interim activities between the face-to-face workshops and complete and submit a culminating learning project. For more information, please contact Ajit Gopalakrishnan at [ajit.gopalakrishnan@ct.gov](mailto:ajit.gopalakrishnan@ct.gov) or (860) 807-2125.

Thank you.